

*The Knowledge strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills.*

*Each domain anthology is comprised of daily lessons, pausing points, a domain review, a domain assessment, and culminating activities.*

- **Pausing Points:** opportunities to review, reinforce, or extend the content taught thus far.
- **Domain Review:** an opportunity to review and reinforce the material (e.g., core content and vocabulary) in the domain in order to help students prepare for the domain assessment.
- **Domain Assessment:** evaluates students' understanding and retention of academic vocabulary words and the core content targeted in the domain. The results should guide review and remediation the following day(s).
- **Culminating Activities:** provide remediation and/or enrichment for individual students, small groups, or the whole class based on the results of the Domain Assessment.

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**Fairy Tales and Tall Tales**

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (12 Days)

*This domain will introduce students to classic fairy tales and tall tales and the well-known lessons they teach. This domain will also lay the foundation for understanding stories in future grades. The first half of the Fairy Tales and Tall Tales domain focuses on fairy tales and the second half of the domain focuses on tall tales and the elements of that genre.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions requiring literal recall and understanding of the details and/or facts of a literary read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud</i></p> <p><i>Determine the meaning of unknown words and phrases in literary read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of literary read-alouds of appropriate complexity for Grades 2–3</i></p>	<p><i>Use agreed-upon rules for group discussions</i></p> <p><i>Carry on and participate in a conversation over at least six turns</i></p> <p><i>Produce complete sentences when appropriate</i></p>	<p><i>Identify real-life connections between words and their use</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</i></p>	
<b>Lesson 1: The Fisherman and His Wife</b>	<p>Describe illustrations of the sea in “The Fisherman and His Wife”</p> <p>Demonstrate familiarity with “The Fisherman and His Wife”</p> <p>Describe the characters, plot, and setting of “The Fisherman and His Wife”</p> <p>Identify common characteristics of fairy tales and the fairy tale elements of “The Fisherman and His Wife”</p> <p>Recount “The Fisherman and His Wife” and determine the central message, lesson, or moral</p> <p>Describe how the fisherman feels about asking for more wishes and how the fish feels about granting each wish in “The Fisherman and His Wife”</p>	<p>Summarize content and/or oral information presented by others by using the main events in “The Fisherman and His Wife”</p> <p>Build on others’ talk in conversations by linking comments to the remarks of a partner about the characteristics of fairy tales</p> <p>Ask questions to clarify comprehension of the material presented in “The Fisherman and His Wife”</p>	<p>Identify the correct usages of antonyms <i>pleases</i> and <i>displeases</i></p> <p>Word Work: <i>Displeases</i></p>	<p>Rewrite “The Fisherman and His Wife” using new characters, a different setting, and different wishes and share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> The Emperor's New Clothes	<p>Describe the illustration of the prime minister looking at the nonexistent cloth in "The Emperor's New Clothes" and analyze his facial expression to determine what he was thinking</p> <p>Recount "The Emperor's New Clothes," and analyze the actions of the characters</p> <p>Describe how the people feel upon seeing the Emperor in his underwear in "The Emperor's New Clothes"</p>	<p>Prior to listening to "The Emperor's New Clothes," review the characteristics of fairy tales</p> <p>Identify the setting and characters in "The Emperor's New Clothes" and then reenact the story using appropriate facial expressions and actions</p>	<p>Use sentence-level context as a clue to the meaning of the words <i>intelligent</i> and <i>invisible</i></p> <p>Word Work: <i>Curious</i></p> <p>Use the adjective <i>curious</i> appropriately in oral language</p>	
<b>Lesson 3:</b> Beauty and the Beast, Part I	<p>Compare and contrast orally characteristics of fairy tales in "The Fisherman and His Wife" and "The Emperor's New Clothes"</p> <p>Explain why the beast is described as "fearsome" in "Beauty and the Beast, Part I"</p>	<p>Prior to listening to "Beauty and the Beast, Part I," identify orally what they know and have learned about fairy tales</p> <p>Recount "Beauty and the Beast, Part I" through a sequence of events in the fairy tale</p>	<p>Determine the meanings of words, such as <i>misfortune</i>, by using the prefix <i>mis-</i></p> <p>Word Work: <i>Fortune</i></p>	<p>Write simple sentences describing a favorite scene in "Beauty and the Beast, Part I" and then sequence those scenes to retell the story</p>
<b>Lesson 4:</b> Beauty and the Beast, Part II	<p>Use evidence from "Beauty and the Beast, Part II" to describe how Beauty's feelings change during the fairy tale</p> <p>Recount "The Beauty and the Beast, Part II" and determine the central message, lesson, or moral</p> <p>Identify common characteristics of fairy tales and the fairy tale elements of "Beauty and the Beast, Part II"</p>	<p>Prior to listening to "Beauty and the Beast, Part II," orally predict from text heard thus far if the merchant will return to the castle or if one of the merchant's daughters will go in his place.</p>	<p>Explain the meaning of the common saying "better late than never" and use in appropriate contexts</p> <p>Word Work: <i>Constant</i></p> <p>Use the adjective <i>constant</i> appropriately in oral language</p> <p>Multiple Meaning Word Activity: <i>Tunes</i></p> <p>Sayings and Phrases: Better Late Than Never</p>	
<i>Pausing Point (1 Day)</i>				

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 5:</b> Paul Bunyan	Distinguish this fantasy from realistic text by explaining that some of the things in the story could not happen in real life and are exaggerations Identify tall tales as a type of fiction Identify characteristics of tall tales that are evident in “Paul Bunyan”	Describe a situation that contains exaggeration	Word Work: <i>Admiration</i> Form and use frequently occurring irregular plural nouns	With assistance, categorize and organize characteristics about the tall tale “Paul Bunyan” into a chart
<b>Lesson 6:</b> Pecos Bill	Compare and contrast orally the characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “Pecos Bill” using evidence from both stories Distinguish this fantasy from realistic text by explaining that some of the things in the story could not happen in real life Describe the setting of “Pecos Bill”	Prior to listening to “Pecos Bill,” identify orally what they know and have learned about the characteristics of tall tales and examples of exaggeration in “Paul Bunyan”	Word Work: <i>Tame</i>	With assistance, categorize and organize characteristics about the tall tale “Pecos Bill” into a chart
<b>Lesson 7:</b> John Henry	Compare and contrast orally the characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “John Henry” Distinguish fantasy from realistic text by explaining that some of the things in the story could not happen in real life	Prior to listening to “John Henry,” identify orally what they know and have learned about characteristics of tall tales Describe the parts of “John Henry” that could really happen and the parts that are exaggeration	Word Work: <i>Feats</i> Identify real-life connections between the word <i>challenge</i> and given activities Multiple Meaning Word Activity: <i>Tracks</i>	With assistance, categorize and organize characteristics about the tall tale “John Henry” into a chart
<b>Lesson 8:</b> Casey Jones	Identify the characteristics of tall tales in “Casey Jones” Identify how the text of the narrative read-aloud sounds different from “The Ballad of Casey Jones”	Prior to listening to “Casey Jones,” identify orally what they know and have learned about tall tales and the main events in “Paul Bunyan,” “John Henry,” and “Casey Jones” Describe the parts of “Casey Jones” that could really happen and the parts that are exaggeration Build on others’ talk in conversations by linking their comments about “Casey Jones” to a partners’	Word Work: <i>Legendary</i> Use the adjective <i>legendary</i> appropriately in oral language	With assistance, categorize and organize characteristics about the tall tale “Casey Jones” into a chart Create a Venn diagram to compare and contrast the characters Casey Jones and John Henry

**Text Analysis for  
Close Reading /  
Comprehension**

**Speaking & Listening**

**Language & Vocabulary**

**Writing**

comments

*Domain Review (1 Day)*

*Domain Assessment (1 Day)*

*Culminating Activities (1 Day)*

## Early Asian Civilizations

14 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (18 Days)

*This domain will introduce students to the continent of Asia and its two most populous countries, India and China. Students will learn about the early civilizations in India and China and how they were both able to form because of mighty rivers. Students will once again hear about the important features of early civilizations, to which they were introduced in the Grade 1 Early World Civilizations domain. These features include the specialization of jobs such as farming, the establishment of cities and government, and the advent of other practices such as writing and religion.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud</p> <p>Determine the meaning of unknown words and phrases in informational read-alouds and discussions</p> <p>Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3</p>	<p>Use agreed-upon rules for group discussions</p> <p>Carry on and participate in a conversation over at least six turns</p> <p>Ask questions to clarify information about the topic in an informational read-aloud</p> <p>Retell (orally or in writing) important facts and information from an informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p>Identify real-life connections between words and their use</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	
<b>Lesson 1:</b> The Indus River Valley, Part I	<p>Explain the importance of geography of Asia in the development of ancient civilizations on that continent</p> <p>Describe the connection between the Himalayas and the start of Indus River Valley civilizations in ancient times</p>	<p>Prior to listening to “The Indus River Valley, Part I,” orally review the key components of a civilization</p> <p>Recount important details from “The Indus River Valley, Part I” that demonstrate that communities in that region had characteristics of a civilization</p>	<p>Use word parts to determine the meaning of <i>overflow</i> in “The Indus River Valley, Part I”</p> <p>Word Work: <i>Fertile</i></p> <p>Use the adjective <i>fertile</i> appropriately in oral language</p>	<p>Write two or three sentences describing an image of the Indus River Valley and explaining how the river and mountains depicted in the image affected the formation of ancient civilizations</p>
<b>Lesson 2:</b> The Indus River Valley, Part II	<p>Describe the connection between the Indus River and the city of Mohenjo-daro.</p> <p>Describe what is happening in an image of an ancient port city, and explain how the image helps clarify the text</p>	<p>Prior to listening to “The Indus River Valley, Part II,” identify orally what they know and have learned about the importance of the Indus River and Himalayan Mountains in the development of a civilization</p> <p>Summarize the helpful and harmful effects of the Indus</p>	<p>Word Work: <i>Source</i></p>	<p>With assistance, categorize and organize facts and information from “The Indus River Valley, Part II” in a Civilizations Chart</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		River as they were described in "The Indus River Valley, Part II"		
<b>Lesson 3:</b> Hinduism	Describe the connection between Hinduism and ancient Asian civilizations Compare and contrast Hinduism and other world religions	Prior to listening to "Hinduism," review the role Asia's geography played in the formation of ancient civilizations on this continent Recount key details from "Hinduism" about the religion, such as the name of its followers, its sacred places, holy texts, and gods	Word Work: <i>Represents</i> Multiple Meaning Word Activity: <i>Club</i>	With assistance, categorize and organize facts and information from "Hinduism" in a Civilizations Chart and in a Comparison Chart pertaining to Hinduism and Buddhism
<b>Lesson 4:</b> The Tiger, the Brahman, and the Jackal	Recount details from "The Tiger, the Brahman, and the Jackal," an Indian folktale Describe how the tiger, the Brahman, the buffalo, the tree, and the jackal respond to challenges in "The Tiger, the Brahman, and the Jackal" Describe the setting of "The Tiger, the Brahman, and the Jackal" and connect it to India and Hinduism Identify examples of personification in "The Tiger, the Brahman, and the Jackal" Describe the overall structure of "The Tiger, the Brahman, and the Jackal" by sequencing images from the story	Prior to listening to "The Tiger, the Brahman, and the Jackal," identify orally what they know and have learned about Hinduism Identify characters and the setting and then perform a dramatization of "The Tiger, the Brahman, and the Jackal," using eye contact, appropriate volume, and clear enunciation Ask questions that begin with the word <i>who</i> to clarify comprehension of "The Tiger, the Brahman, and the Jackal"	Word Work: <i>Unjust</i> Use the adjective <i>unjust</i> appropriately in oral language	
<b>Lesson 5:</b> The Blind Men and the Elephant	Describe how each of the blind men in "The Blind Men and the Elephant" respond to challenges Describe how the rhyming words and phrases from "The Blind Men and the Elephant" supply rhythm and meaning in the poem	Prior to listening to "The Blind Men and the Elephant," identify orally what they know and have learned about "The Tiger, the Brahman, and the Jackal" Prior to listening to "The Blind Men and the Elephant," orally predict how the blind men will describe the elephant in the poem, and then compare the actual outcomes to predictions Summarize orally the objects to which each of the men compare parts of the elephant	Word Work: <i>Resembles</i> Use regular and irregular past tense verbs correctly in oral language	Write similes comparing a part of the elephant to another object, similar to the similes used in "The Blind Men and the Elephant"



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6:</b> Diwali	Describe the connection between Diwali and its customs to Hinduism	Prior to listening to “Diwali,” identify orally what they know and have learned about Hinduism	Word Work: <i>Custom</i>	With guidance and support from adults and peers, write a description of an image from “Diwali” and strengthen writing as needed by revising and editing Share writing with others
<b>Lesson 7:</b> Buddhism	Describe the connection between religion and a civilization Use an image of Asoka directing good works to support and clarify the good works described in “Buddhism” Explain the connection between the suffering Siddhartha witnessed to the establishment of Buddhism	Prior to listening to “Buddhism,” orally identify important aspects of Hinduism Identify how Siddhartha may have felt when he saw suffering outside his palace walls	Word Work: <i>Conquer</i> Multiple Meaning Word Activity: <i>Train</i>	With assistance, categorize and organize facts and information from “Buddhism” in a Civilizations Chart and in a Comparison Chart on religion
<i>Pausing Point (1 Day)</i>				
<b>Lesson 8:</b> The Yellow and the Yangtze Rivers	Explain the importance of the Yellow and the Yangtze Rivers to the development of ancient Chinese civilizations Summarize information in “The Yellow and the Yangtze Rivers” that indicate that the ancient Chinese civilization had one or more key components of a civilization	Prior to listening to “The Yellow and the Yangtze Rivers,” identify orally what they know and have learned about the formation of civilizations in ancient India Summarize orally the inventions developed by the people in ancient China that made farming easier Identify important facts about the Indus, Ganges, Yellow, and Yangtze Rivers	Word Work: <i>Sorrow</i>	With assistance, categorize and organize facts and information from “The Yellow and the Yangtze Rivers” in a Civilizations Chart

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 9:</b> Paper, Writing, and Calligraphy	Describe contributions made by the people of ancient China with respect to writing Use images of Chinese various characters to clarify information presented in “Paper, Writing, and Calligraphy” about Chinese writing	Prior to listening to “Paper, Writing, and Calligraphy,” identify orally the key components of a civilization Compare and contrast orally Chinese writing with written English Add drawings to descriptions of paper, writing, and calligraphy in ancient China to clarify ideas, thoughts, and feelings	Word Work: <i>Durable</i> Use the adjectives <i>durable</i> and <i>fragile</i> appropriately in oral language	With assistance, categorize and organize facts and information from “Paper, Writing, and Calligraphy” in a Civilizations Chart Plan an informative text that presents information from “Paper, Writing, and Calligraphy” Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China
<b>Lesson 10:</b> The Magic Paintbrush	Identify “The Magic Paintbrush” as folktale and a work of fiction Recount details from “The Magic Paintbrush,” a Chinese folktale, Describe how Ma Liang, the teacher, and the emperor respond to challenges in “The Magic Paintbrush” Describe the characters and plot of “The Magic Paintbrush” Summarize the sequence of events in “The Magic Paintbrush”	Prior to listening to “The Magic Paintbrush,” identify orally review what they know and have learned about ancient China Add drawings to a summary of information heard in “The Magic Paintbrush” to clarify ideas, thoughts, and feelings	Word Work: <i>Praise</i>	Write an informative text that presents information from “Paper, Writing, and Calligraphy” Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China
<b>Lesson 11:</b> The Importance of Silk	Describe contributions made by the people of ancient China with respect to the silk-making process Use images of the silk-making process to clarify information presented in “The Importance of Silk” Describe the connection between the Silk Roads and trade in ancient China	Prior to listening to “The Importance of Silk,” identify orally what they know and have learned about ancient China Describe orally the steps involved in the production of silk	Word Work: <i>Emerge</i> and <i>Plunged</i>	Publish an informative text that presents information from “Paper, Writing, and Calligraphy” Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China
<b>Lesson 12:</b> China’s Great Wall	Describe the construction and significance of the Great Wall of China Ask <i>what</i> questions to demonstrate an understanding of “China’s Great Wall”	Prior to listening to “China’s Great Wall,” identify orally what they know and have learned about important contributions made by the people of ancient China Recount a personal	Word Work: <i>Defense</i> Sayings and Phrases: <i>Easier Said Than Done</i>	With assistance, categorize and organize facts and information from “China’s Great Wall” in a Somebody Wanted But So Then Chart

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		experience involving the saying “easier said than done” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences		
<b>Lesson 13:</b> Confucius	Describe the importance of Confucius’s teachings Describe the connection between the situation in China at the time of Confucius’s birth and his teachings later in life	Prior to listening to “Confucius,” identify orally what they know and have learned about the Great Wall of China Ask <i>who</i> questions to demonstrate an understanding of “Confucius” Recount a personal experience involving the saying “practice what you preach” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	Distinguish shades of meaning among the adjectives <i>willing</i> , <i>eager</i> , and <i>impatient</i> Word Work: <i>Eager</i> Use the adjective <i>eager</i> appropriately in oral language Sayings and Phrases: Practice What You Preach	Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China Share with an audience an informative text that presents information from “Paper, Writing, and Calligraphy”
<b>Lesson 14:</b> Chinese New Year	Describe the significance, and the traditions associated with, the Chinese New Year Describe an image of fireworks and use the image to clarify information presented in “Chinese New Year” Compare and contrast Chinese New Year with New Year’s celebrations in the United States	Prior to listening to “Chinese New Year,” identify orally what they know and have learned about Diwali Distinguish important facts associated with Diwali and Chinese New Year	Use word parts to determine the meaning of words ending in the suffix <i>-uos</i> in “Chinese New Year” Word Work: <i>Prosperous</i>	
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (1 Day)</i>			

## The Ancient Greek Civilization

12 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

*This domain will introduce students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will learn about the gods and goddesses of the ancient Greeks, the city-states of Sparta and Athens, and the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus, the significance of the battles of Marathon and Thermopylae, and the conquests of Alexander the Great. Students will also learn about the Greek contribution of democracy and how those ideas are used today in many governments, including our own.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Determine the meaning of unknown words and phrases in informational read-alouds and discussions</p> <p>Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3</p>	<p>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in an informational read-aloud</p> <p>Retell (orally or in writing) important facts and information from a literary or informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</p>	
<b>Lesson 1: The Ancient Greeks</b>	<p>Use an image of rugged Greek terrain to clarify the description of the land in the text</p> <p>Describe the connection between the rugged Greek terrain and the development of an ancient civilization in this land</p>	<p>Prior to listening to “The Ancient Greeks” review what they know and have learned about the key components of a civilization</p> <p>Describe unique aspects of the ancient Greek government</p>	<p>Use adjectives to describe the Greek land shown in an image</p> <p>Determine the meanings of words, such as <i>independently</i>, by using the prefix <i>in-</i></p> <p>Word Work: <i>Independently</i></p>	With assistance, categorize and organize facts and information from “The Ancient Greeks” in a Civilization Chart
<b>Lesson 2: Mount Olympus, Part</b>	Describe how the gods and goddesses described in “Mount Olympus, Part I”	Prior to listening to “Mount Olympus, Part I,” identify orally what they know and	Use adjectives to describe the gods and goddesses described in “Mount Olympus,	With assistance, categorize and organize facts and information from “Mount

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
I	<p>respond to events and challenges</p> <p>Describe an image of the twelve thrones on Mount Olympus to clarify information presented in “Mount Olympus, Part I”</p> <p>Recount the story of the Olympian gods and goddesses from “Mount Olympus, Part I,” using transition words like <i>first</i>, <i>next</i>, <i>then</i>, and <i>finally</i></p>	<p>have learned about the ancient Greek civilization</p> <p>Build on comments from others when they are describing the gods and goddesses described in “Mount Olympus, Part I”</p>	<p>Part I”</p> <p>Word Work: <i>Summoned</i></p>	<p>Olympus, Part I” in a Civilization Chart</p>
<b>Lesson 3:</b> Mount Olympus, Part II	<p>Use an image of Hermes hovering over the Greek landscape to clarify information presented in “Mount Olympus, Part II”</p> <p>Summarize the characteristics and powers of the gods and goddesses of the ancient Greeks</p> <p>Explain the connection between the powers possessed by the Greek gods and goddesses and things that occur in nature</p> <p>Recount the story of the Olympian gods and goddesses from “Mount Olympus, Part II,” using transition words like <i>first</i>, <i>next</i>, <i>then</i>, and <i>finally</i></p>	<p>Prior to listening to “Mount Olympus, Part II,” identify orally what they know and have learned about Mount Olympus</p>	<p>Word Work: <i>Mission</i></p>	<p>With assistance, categorize and organize facts and information from “Mount Olympus, Part II” in a Civilization Chart</p>
<b>Lesson 4:</b> The Olympic Games	<p>Determine the meaning of words such as <i>boundaries</i> and <i>compete</i> in connection with their use in “The Olympic Games”</p> <p>Explain the connection between the ancient Greeks and the modern Olympic games</p> <p>Compare and contrast the ancient Olympic Games with the modern games</p>	<p>Prior to listening to “The Olympic Games,” identify orally what they know and have learned about the beliefs of the ancient Greeks and about key components of a civilization</p> <p>Identify orally significant contributions made by ancient Greeks such as Myron and Pindar</p> <p>Recount a personal</p>	<p>Word Work: <i>Grand</i></p> <p>Use the adjective <i>grand</i> appropriately in oral language</p> <p>Sayings and Phrases: Where There’s a Will, There’s a Way</p>	<p>With assistance, categorize and organize facts and information from “The Olympic Games” in a Civilization Chart</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		experience involving the saying “where there’s a will, there’s a way” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences		
<b>Lesson 5:</b> All for Sparta	<p>Explain how the information presented in “All for Sparta” provides information about the Spartan way of life</p> <p>Describe how Lysander reacted to turning seven years old and leaving his family to train as a soldier</p>	<p>Prior to listening to “All for Sparta,” identify orally what they know and have learned about city-states and the ancient Greek civilization</p> <p>Summarize life in ancient Sparta</p>	<p>Use adjectives to describe life in Sparta</p> <p>Word Work: <i>Spartan</i></p> <p>Create different types of sentences based on an image of Lysander leaving with Platon</p> <p>Build on remarks made by others in a conversation about an image of Lysander leaving with Platon</p>	<p>With assistance, categorize and organize facts and information from “All for Sparta” in a Civilization Chart</p>
<b>Lesson 6:</b> Athens and the Olive Tree	<p>Determine the meaning of words such as <i>shelter</i> in connection with their use in “Athens and the Olive Tree”</p> <p>Explain the connection between the city-state of Athens and the goddess Athena</p> <p>Describe the significance of olive trees to Athens</p>	<p>Prior to listening to “Athens and the Olive Tree,” identify orally what they know and have learned about the gods and goddesses of ancient Greece</p>	<p>Word Work: <i>Ideal</i></p> <p>Use the adjective <i>ideal</i> appropriately in oral language</p>	<p>With assistance, categorize and organize facts and information from “Athens and the Olive Tree” in a Civilization Chart</p>
<b>Lesson 7:</b> Athens: The Birthplace of Democracy	<p>Explain the connection between the ancient Greek civilization and democracy as a form of government</p> <p>Explain the origin of the idea of democracy</p>	<p>Prior to listening to “Athens: The Birthplace of Democracy,” identify orally what they know and have learned about the city-states of Sparta and Athens</p> <p>Identify Myron’s famous sculpture <i>The Discus Thrower</i></p>	<p>Word Work: <i>Democracy</i></p>	<p>With assistance, complete a T-Chart with important facts about Athens and Sparta to be used to write a paragraph that expresses an opinion</p> <p>Write a paragraph that expresses an opinion on whether they would prefer to live in Athens or Sparta</p>
<i>Pausing Point (2 Days)</i>				

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 8:</b> Marathon	Explain the significance of the Battle of Marathon	Prior to listening to “Marathon,” identify orally what they know and have learned about the contributions the ancient Greeks made to modern-day civilizations  Summarize the main events associated with the Battle of Marathon	Word Work: <i>Tribute</i>	Summarize the events described in “Marathon” in a Somebody Wanted But So Then Chart
<b>Lesson 9:</b> Thermopylae: The Persians Strike Again	Explain the significance of the Battle of Thermopylae	Prior to listening to “Thermopylae: The Persians Strike Again,” identify orally what they know and have learned about the battle on the plains of Marathon  Summarize the main events associated with the Battle of Thermopylae  Clarify information about “Thermopylae: The Persians Strike Again” by asking questions that begin with <i>where</i>	Word Work: <i>Prefer</i>  Multiple Meaning Word Activity: <i>Channel</i>  Distinguish shades of meaning among closely related verbs, such as <i>prefer</i> and <i>like</i>	
<b>Lesson 10:</b> The Great Thinkers of Greece	Use an image of Aristotle to clarify information presented in “The Great Thinkers of Greece”  Explain the importance of Aristotle’s studies to science today  Identify and describe the connections between famous Greek philosophers as presented in “The Great Thinkers of Greece”	Prior to listening to “The Great Thinkers of Greece,” identify orally what they know and have learned about significant contributions made by the ancient Greeks  Identify Siddhartha Guatama as one who had searched for and achieved enlightenment	Word Work: <i>Marvelous</i>  Use the adjective <i>marvelous</i> appropriately in oral language  Sayings and Phrases: Practice What You Preach	Plan a fictional narrative about someone living in the time of ancient Greece with characters, a setting, and a plot that includes a beginning, middle, and end  Participate in a shared writing project for a fictional narrative  With assistance, categorize and organize facts and information on the ancient Greek civilization
<b>Lesson 11:</b> Alexander the Great, Part I	Determine the meaning of words such as <i>conflicts</i> and <i>magnificent</i> in connection with their use in “Alexander the Great, Part I”  Explain why Alexander is known as Alexander the Great	Prior to listening to “Alexander the Great, Part I,” identify orally what they know and have learned about philosophy and Socrates, Plato, and Aristotle  Summarize important events in the life of Alexander the Great	Use adjectives to describe Alexander  Word Work: <i>Tame</i>	Draft a fictional narrative about someone living in the time of ancient Greece with characters, a setting, and a plot that includes a beginning, middle, and end  Participate in a share writing project for a fictional narrative
<b>Lesson 12:</b>	Describe the origin of the	Prior to listening to “Alexander	Use adjectives to describe	Edit a fictional narrative about

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
Alexander the Great, Part II	name “Alexander the Great” and its connection to the empire built by Alexander	the Great, Part II,” identify orally what they know and have learned about Alexander the Great’s early life  Prior to listening to “Alexander the Great, Part II,” orally predict what Alexander’s greatest adventure will be and then compare the actual outcome to the prediction  Summarize significant events in Alexander’s life	Alexander the Great  Determine the meanings of words, such as invader, by using the root word as a clue  Word Work: <i>Invader</i>	someone living in the time of ancient Greece with characters, a setting, and a plot that includes a beginning, middle, and end  Participate in a shared writing project for a fictional narrative
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (1 Day)</i>				



**Greek Myths**

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

*This domain builds on The Ancient Greek Civilization domain and will introduce students to several well-known Greek myths and many well-known mythical characters. Students will learn that the ancient Greeks worshipped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students will learn the definition of a myth: a fictional story, once thought to be true that tried to explain mysteries of nature and humankind. They will also learn about myths that include supernatural beings or events, and that myths give insight into the ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, among others.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a literary read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Determine the meaning of unknown words and phrases in literary read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of literary read-alouds of appropriate complexity for Grades 2–3</i></p>	<p><i>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a literary read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a literary read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 1:</b> The Twelve Gods of Mount Olympus	<p>Identify how Leonidas feels about going to Olympia to see the races held in honor of Zeus</p> <p>Summarize the main events in “The Twelve Gods of Mount Olympus”</p> <p>Explain why Greek myths are considered fiction</p> <p>Compare and contrast Greek gods and humans</p>	<p>Prior to listening to “The Twelve Gods of Mount Olympus,” review what they know about the ancient Greek civilization and about fiction and myths</p> <p>Summarize important facts about the Greek gods and goddesses described in “The Twelve Gods of Mount Olympus”</p> <p>Add drawings to descriptions of the Greek god Zeus to clarify ideas, thoughts, and feelings</p>	<p>Use sentence-level context clues to determine the meaning of the word <i>mortal</i></p> <p>Word Work: <i>Spectators</i></p>	<p>Write a journal entry about Zeus</p>
<b>Lesson 2:</b> Prometheus and Pandora	<p>Recount information from “Prometheus and Pandora,” a Greek myth, and determine the central meaning of the myth</p> <p>Describe how Prometheus, Epimetheus, and Pandora respond to challenges in “Prometheus and Pandora”</p> <p>Identify how Pandora feels when all of the terrible things burst out of the box</p>	<p>Prior to listening to “Prometheus and Pandora,” review information about Greek gods and goddesses</p> <p>Sequence the events described in “Prometheus and Pandora”</p> <p>Add drawings to descriptions of the myth “Prometheus and Pandora” to clarify ideas, thoughts, and feelings</p>	<p>Word Work: <i>Amusing</i></p> <p>Use the adjective <i>amusing</i> appropriately in oral language</p>	<p>Write a journal entry about one of the characters described in “Prometheus and Pandora”</p>
<b>Lesson 3:</b> Demeter and Persephone	<p>Recount information from “Demeter and Persephone,” a Greek myth, and determine the central message of the myth</p> <p>Describe how Persephone, Demeter, Hades, and Zeus respond to challenges in “Demeter and Persephone”</p> <p>Describe the characters and plot of “Demeter and Persephone,” including how the beginning introduces the story</p> <p>Identify how Demeter feels when she realizes Persephone is missing</p>	<p>Prior to listening to “Demeter and Persephone,” review information about Greek gods and goddesses and myths</p> <p>Add drawings to descriptions of the myth “Demeter and Persephone” to clarify ideas, thoughts, and feelings</p>	<p>Word Work: <i>Retrieve</i></p> <p>Multiple Meaning Word Activity: <i>Pine</i></p>	<p>Write a journal entry about one of the characters described in “Demeter and Persephone”</p>
<b>Lesson 4:</b> Arachne the Weaver	<p>Recount information from “Arachne the Weaver,” a Greek myth, and determine</p>	<p>Prior to listening to “Arachne the Weaver,” review information about Greek gods</p>	<p>Word Work: <i>Flattered</i></p> <p>Identify real-life connections</p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Weaver	<p>the central message of the myth</p> <p>Describe how Arachne and Athena respond to challenges in “Arachne the Weaver”</p> <p>Describe the characters and plot of “Arachne the Weaver,” including how the ending concludes the action</p> <p>Interpret information pertaining to Greece from a world map or globe and connect it to information learned in various Greek myths</p>	<p>and goddesses and myths</p> <p>Add drawings to descriptions of the myth “Arachne the Weaver” to clarify ideas, thoughts, and feelings</p>	<p>between the word <i>features</i> and its use</p>	
<b>Lesson 5:</b> Theseus and the Minotaur	<p>Determine the meaning of words such as <i>defeated</i> in connection with their use in “Theseus and the Minotaur”</p> <p>Recount information from “Theseus and the Minotaur,” a Greek myth, and determine the central message of the myth</p> <p>Describe how Theseus, King Minos, Princess Ariadne, and King Aegeus respond to challenges in “Theseus and the Minotaur”</p>	<p>Prior to listening to “Theseus and the Minotaur,” review information about Greek gods and goddesses and myths</p> <p>Sequence the events described in “Theseus and the Minotaur”</p> <p>Ask and answer <i>who</i> questions orally to gather information or deepen understanding of the information contained in “Theseus and the Minotaur”</p>	<p>Word Work: <i>Unraveling</i></p>	<p>With assistance, categorize and organize facts and information from “Theseus and the Minotaur” in a Greek Myths Chart</p>
<b>Lesson 6:</b> Daedalus and Icarus	<p>Recount information from “Daedalus and Icarus,” a Greek myth, and determine the central message of the myth</p> <p>Describe how Daedalus and Icarus respond to challenges in “Daedalus and Icarus”</p> <p>Identify how King Minos feels when he discovers Theseus escaped from the Labyrinth</p>	<p>Prior to listening to “Daedalus and Icarus,” review information about Greek gods and goddesses and myths</p> <p>Recount a personal experience involving “cold feet” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Add drawings to descriptions of the myth “Daedalus and Icarus” to clarify ideas, thoughts, and feelings</p>	<p>Use adjectives correctly in oral language</p> <p>Word Work: <i>Proof</i></p> <p>Sayings and Phrases: Cold Feet</p>	<p>Write a journal entry about the events described in “Daedalus and Icarus”</p>
<p><i>Pausing Point (2 Days)</i></p>				

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 7:</b> Hercules	<p>Recount information from “Hercules,” a Greek myth, and determine the central message of the myth</p> <p>Describe how Hercules responds to challenges in “Hercules”</p> <p>Identify how Hercules feels when he was feared by Greek citizens</p> <p>Use evidence from “Hercules” to support an opinion about whether or not Hercules is a hero</p>	<p>Prior to listening to “Hercules,” review information about Greek gods and goddesses and myths</p> <p>Summarize deeds performed by Hercules in “Hercules”</p>	<p>Word Work: <i>Aimlessly</i></p> <p>Use the adverb <i>aimlessly</i> appropriately in oral language</p>	<p>Plan a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p>
<b>Lesson 8:</b> Other Adventures of Hercules	<p>Recount information from “Other Adventures of Hercules,” a Greek myth, and determine the central message of the myth</p> <p>Describe how Hercules and Atlas respond to challenges in “Other Adventures of Hercules”</p> <p>Identify how Hercules feels at the end of the story compared to how he felt at the beginning of the story</p>	<p>Prior to listening to “Other Adventures of Hercules,” review information about Hercules from the previous read-aloud</p> <p>Prior to listening to “Other Adventures of Hercules,” make predictions orally and then compare the actual outcomes to predictions</p> <p>Recount a personal experience involving “back to the drawing board” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p>	<p>Word Work: <i>Guidance</i></p> <p>Sayings and Phrases: Back to the Drawing Board</p>	<p>Draft a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p>
<b>Lesson 9:</b> Oedipus and the Riddle of the Sphinx	<p>Recount information from “Oedipus and the Riddle of the Sphinx,” a Greek myth, and determine the central message of the myth</p>	<p>Prior to listening to “Oedipus and the Riddle of the Sphinx,” review information about Greek myths and riddles</p> <p>Summarize the riddle presented in “Oedipus and the Riddle of the Sphinx,” and explain who solved the riddle</p>	<p>Word Work: <i>Insisted</i></p> <p>Use the known root word <i>insist</i> as a clue to the meaning of the words <i>insistent</i> and <i>insistently</i></p>	<p>Edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p> <p>With guidance and support from adults and peers, focus on information presented in the <i>Greek Myths</i> domain and strengthen writing as needed by revising and editing</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
				Share writing with others
<b>Lesson 10:</b> Atalanta and the Golden Apples	<p>Recount information from “Atalanta and the Golden Apples,” a Greek myth, and determine the central message of the myth</p> <p>Describe how Atalanta and Hippomenes respond to challenges in “Atalanta and the Golden Apples”</p> <p>Describe the characters and plot of “Atalanta and the Golden Apples,” including how the ending concludes the story</p>	<p>Create audio recordings of student-written Greek myths</p> <p>Add drawings to descriptions of a scene from the myth “Atalanta and the Golden Apples” to clarify ideas, thoughts, and feelings</p>	Word Work: <i>Resist</i>	<p>Publish a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish a Greek myth</p> <p>Share writing with others</p>
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (1 Day)</i>			

## The War of 1812

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

*This domain will introduce students to an important period in the history of the United States—the time during the War of 1812. The War of 1812 is, perhaps, best remembered as the war that gave birth to “The Star-Spangled Banner.” Students will also learn why the War of 1812 is often called America’s second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States. This includes attacks on Washington, D.C. and Baltimore, and the Battle of New Orleans. This domain will build the foundation for learning about Westward Expansion, The U.S. Civil War, and Immigration later in Grade 2 as well as for learning about other periods of American history in later grades.*

### Text Analysis for Close Reading / Comprehension

### Speaking & Listening

### Language & Vocabulary

### Writing

<p><i>These objectives are consistently addressed throughout the domain</i></p>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Determine the meaning of unknown words and phrases in informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3</i></p>	<p><i>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in an informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a literary or informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</i></p>	
<p><b>Lesson 1:</b> America in 1812, Part I</p>	<p>Describe the connection between a series of historical events such as the Revolutionary War and the War of 1812</p> <p>Explain how the war between France and Great Britain affected the new United States</p>	<p>Prior to listening to “America in 1812, Part I,” review what they know and have learned about American history prior to 1812</p> <p>Ask questions to clarify information presented in “America in 1812, Part I”</p>	<p>Word Work: <i>Represent</i></p>	<p>Recall information about persuasion from advertisements to prepare to write a persuasive speech</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> America in 1812, Part II	Describe the connection between a series of historical events such as the Napoleonic Wars and the War of 1812	Prior to listening to “America in 1812, Part II,” identify what they know and have learned about the causes of the War of 1812  Identify additional causes of the War of 1812  Add drawings to an informational piece about James Madison to clarify ideas, thoughts, and feelings	Word Work: <i>Patience</i>	Write simple sentences about James Madison  Plan a persuasive speech either for or against the War of 1812
<b>Lesson 3:</b> Mr. and Mrs. Madison	Describe the connection between James and Dolley Madison and what was happening in the United States in 1812	Prior to listening to “Mr. and Mrs. Madison,” identify what they know and have learned about the causes of the War of 1812  Summarize the roles James Madison and Dolley Madison each played in 1812	Word Work: <i>Magnificent</i>  Use the adjective <i>magnificent</i> appropriately in oral language  Use the suffixes <i>-full</i> and <i>-less</i> to create new words	Write a persuasive speech for or against the War of 1812
<b>Lesson 4:</b> Another War Already?	Explain the reasons the author gives in “Another War Already?” for the point that waterways were important in the War of 1812	Prior to listening to “Another War Already?” identify what they know and have learned about James and Dolley Madison  Present a persuasive speech, maintaining eye contact and speaking at an appropriate pace and volume	Word Work: <i>Economy</i>	With guidance and support, capture information about James and Dolley Madison on a T-Chart
<i>Pausing Point (2 Days)</i>				
<b>Lesson 5:</b> The Attack on Washington, D.C.	Identify the main topic of the read-aloud “The Attack on Washington, D.C.”  Describe the connection between a series of historical events such as the attack on Washington, D.C., and the War of 1812  Sequence a series of events about the British attack on Washington, D.C. using the words <i>first</i> , <i>next</i> , <i>then</i> , and <i>last</i>	Prior to listening to “The Attack on Washington, D.C.” identify what they know and have learned about the War of 1812  Interpret information presented, and then ask a question beginning with the word <i>what</i> to clarify information in “The Attack on Washington, D.C.”  Add drawings to an informational piece about Dolley Madison to clarify ideas, thoughts, and feelings	Word Work: <i>Quench</i>	Write simple sentences about Dolley Madison
<b>Lesson 6:</b> Broad Stripes	Explain the origin of “The Star-Spangled Banner”	Prior to listening to “Broad Stripes and Bright Stars,”	Word Work: <i>Inspired</i>	Write simple sentences about Francis Scott Key

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
and Bright Stars	Describe the connection between a series of historical events such as the Battle of Fort McHenry and “The Star-Spangled Banner”	<p>identify what they know and have learned about the attack on Washington, D.C.</p> <p>Add drawings to an informational piece about Francis Scott Key to clarify ideas, thoughts, and feelings</p> <p>Sing or say “The Star-Spangled Banner”</p>		
<b>Lesson 7:</b> The Battle After the War	<p>Describe the connection between a series of historical events such as the Battle of New Orleans and the War of 1812</p> <p>Compare and contrast the information about the Battle of New Orleans presented in “The Battle After the War” and “The Battle of New Orleans” song</p> <p>Evaluate the appropriateness of the title “The Battle After the War” based on information presented in the read-aloud</p>	<p>Prior to listening to “The Battle After the War,” identify what they know and have learned about the Battle of Baltimore</p> <p>Explain why the War of 1812 is sometimes referred to as “America’s second war for independence”</p> <p>Recount a personal experience with appropriate facts and relevant, descriptive details about an example of “where there’s a will there’s a way”</p>	<p>Word Work: <i>Astonished</i></p> <p>Sayings and Phrases: Where There’s a Will There’s a Way</p>	
<b>Lesson 8:</b> Peace and Pirates	Describe the connection between a series of historical events such as privateers and the War of 1812	<p>Prior to listening to “Peace and Pirates,” identify what they know and have learned about Andrew Jackson and the Battle of New Orleans</p> <p>Compare and contrast pirates and privateers during the War of 1812</p>	<p>Word Work: <i>Dejected</i> and <i>Jubilant</i></p> <p>Distinguish shades of meaning among closely related adjectives, such as <i>happy, glad, joyful, upbeat, cheerful</i></p>	<p>Participate in a shared research project about the War of 1812</p> <p>Generate questions and seek information from multiple sources to answer questions about the War of 1812</p> <p>With assistance, categorize and organize information within a domain to answer questions</p>
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (1 Day)</i>				



**Cycles in Nature**

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

*This domain will introduce students to the many natural cycles that make life on Earth possible. Students will increase their knowledge of cycles in nature by learning more about seasonal cycles, and by beginning their study of flowering plants and trees, animal life cycles, and the importance of the water cycle. Students will also learn about the effect seasonal changes have on plants and animals. In addition, throughout this domain, students will gain exposure to poems by renowned authors Emily Dickinson and Robert Louis Stevenson. As students learn that all organisms experience the developmental stages of the life cycle, they will also learn how their growth and development relates to Earth's seasonal cycles and begin to understand how all organisms depend on Earth's limited water supply.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Determine the meaning of unknown words and phrases in informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3</i></p>	<p><i>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in an informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a literary or informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>)</i></p>	

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 1:</b> The Cycle of Daytime and Nighttime	<p>Identify the main topic of “The Cycle of Daytime and Nighttime”</p> <p>Describe the connection between the earth’s rotation and daytime and nighttime</p> <p>Interpret information from a diagram of the earth’s rotation using the read-aloud “The Cycle of Daytime and Nighttime”</p>	<p>Prior to listening to “The Cycle of Daytime and Nighttime,” identify orally what they know about different cycles in nature</p> <p>Explain the definition of a cycle and what causes night and day</p> <p>Identify and express whether they are able to feel the rotation of Earth</p>	Word Work: <i>Stage</i>	
<b>Lesson 2:</b> The Reasons for Seasons	<p>Describe the connection between the tilt of the earth as it orbits the sun and the seasons</p>	<p>Prior to listening to “The Reasons for Seasons,” identify orally what they know and have learned about cycles and what causes night and day</p> <p>Summarize how Earth’s movement creates the seasons</p>	Word Work: <i>Tilt</i>	
<b>Lesson 3:</b> Four Seasons in One Year	<p>Describe the connection between seasons in the Northern Hemisphere affect plants and animals</p>	<p>Prior to listening to “Four Seasons in One Year,” identify orally what they know and have learned about Earth’s rotation and revolution</p> <p>Explain how people adapt to winter and summer</p>	<p>Use knowledge of the meaning of individual words to predict the meanings of compound words such as <i>bedtime</i>, <i>notebook</i>, and <i>bathroom</i></p> <p>Word Work: <i>Adapt</i></p>	<p>With assistance, capture information from “Four Seasons in a Year” in a Northern Seasons Chart</p>
<b>Lesson 4:</b> The Life Cycle of a Plant	<p>Explain the connection between seasons and the life cycle of plants</p> <p>Sequence four to six pictures illustrating the life cycle of a flowering plant</p>	<p>Prior to listening to “The Life Cycle of a Plant,” identify orally what they know and have learned about Earth’s tilt and the seasons</p> <p>Ask and answer <i>what</i> questions orally to gather information or deepen understanding of the information contained in “The Life Cycle of a Plant”</p>	Word Work: <i>Protective</i>	
<b>Lesson 5:</b> The Life Cycle of a Tree	<p>Explain the connection between trees and life on Earth</p>	<p>Prior to listening to “The Life Cycle of a Tree,” identify orally what they know and have learned about the life cycle of a plant</p> <p>Explain the difference</p>	Word Work: <i>Germination</i>	<p>Write a short piece on what it would be like to be a tree</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		<p>between deciduous and evergreen trees</p> <p>Describe the life cycle of a tree</p>		
	<i>Pausing Point (2 Days)</i>			
<b>Lesson 6:</b> Which Came First, The Chicken or the Egg?	<p>Explain the life cycle of a chicken</p>	<p>Prior to listening to “Which Came First, the Chicken or the Egg?”, review information about the life cycle of trees and why they are important to life on Earth</p> <p>Describe the parts of an egg and the functions of each</p> <p>Build on the comments of others about the written summary of the life cycle of a chicken</p>	<p>Word Work: <i>Replenished</i></p>	<p>Write simple sentences about the life cycle of a chicken from egg to egg</p> <p>With feedback from peers, strengthen writing as needed</p> <p>Share writings with others</p>
<b>Lesson 7:</b> The Life Cycle of a Frog	<p>Explain the process of metamorphosis in the life cycle of a frog</p> <p>Explain the connection between tadpoles and the cycles of the seasons</p>	<p>Prior to listening to “The Life Cycle of a Frog,” identify orally what they know and have learned about the life cycles of plants, trees, and chickens</p> <p>Ask and answer <i>what</i> questions orally to gather information or deepen understanding of the information contained in “The Life Cycle of a Frog”</p>	<p>Use knowledge of the meaning of individual words to predict the meanings of compound words such as <i>frogspawn</i></p> <p>Word Work: <i>Burrow</i></p>	<p>Write an informational paragraph explaining the stages of the life cycle of a frog</p> <p>With guidance and support from adults and peers, focus on information presented in “The Life Cycle of a Frog” and strengthen writing as needed by revising and editing</p>
<b>Lesson 8:</b> The Life Cycle of a Butterfly	<p>Compare and contrast the life cycle of a chicken to the life cycle of a frog</p> <p>Sequence four to six pictures illustrating the life cycle of a butterfly</p>	<p>Prior to listening to “The Life Cycle of a Butterfly,” identify orally what they know and have learned about cycles in nature</p> <p>Sequence the life cycles of chickens and frogs</p> <p>Describe the life cycle of a butterfly</p>	<p>Word Work: <i>Transparent</i></p>	

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 9:</b> The Water Cycle	Describe the water cycle Describe images of clouds and use them to clarify what is described in the text Explain the importance of precipitation	Prior to listening to “The Water Cycle,” orally identify information they know about water Rehearse and perform “A Water Cycle Song”	Word Work: <i>Precipitation</i>	Participate in a shared research project to gather information about the water cycle
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (1 Day)</i>			

**Westward Expansion**

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

*This domain will introduce students to an important period in the history of the United States—the time of westward expansion during the 1800s. Students will learn why pioneers were willing and eager to endure hardships to move westward. Students will learn about important innovations in both transportation and communication during that period, which greatly increased the movement of people westward. More specifically, students will learn about Fulton’s steamboat, the Erie Canal, the transcontinental railroad, and the Pony Express. Students will also come to understand the hardships and tragedies that Native Americans endured because of westward expansion. This domain will build the foundation for learning about The U.S. Civil War and Immigration later in Grade 2 as well as for learning about other periods of American history in later grades.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Determine the meaning of unknown words and phrases in informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3</i></p>	<p><i>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in an informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a literary or informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</i></p>	

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 1: Going West</b>	<p>Identify the main topic of “Going West”</p> <p>Describe the connection between a series of historical events such as colonial times and westward expansion</p> <p>Acknowledge differences in the points of view of the narrator of the read-aloud and the writer of a journal that is read during “Going West”</p>	<p>Prior to listening to “Going West,” identify what they know about the history and geography of America prior to the early nineteenth century</p> <p>Explain some of the reasons people chose to move west at this time</p> <p>Describe the sights people saw while traveling on the Oregon Trail</p> <p>Ask questions to clarify directions for the Westward Expansion Quilt activity</p> <p>Draw pictures to represent details or information from “Going West”</p>	<p>Word Work: <i>Sights</i></p>	<p>With assistance, create and interpret timelines related to colonial times and westward expansion</p> <p>Write simple sentences to represent details or information from “Going West”</p> <p>Share writing with others</p>
<b>Lesson 2: Mr. Fulton’s Journey</b>	<p>Identify the main topic of “Mr. Fulton’s Journey” by creating a quilt square</p> <p>Describe the connection between a series of historical events such as the invention of Fulton’s steamboat and westward expansion</p>	<p>Prior to listening to “Mr. Fulton’s Journey,” identify what they know and have learned about people moving west</p> <p>Interpret information presented, and then ask a question beginning with the word who to clarify information in “Mr. Fulton’s Journey”</p> <p>Draw pictures to represent details or information from “Mr. Fulton’s Journey”</p>	<p>Word Work: <i>Voyage</i></p>	<p>With assistance, create and interpret a timeline related to the invention of Fulton’s steamboat and westward expansion</p> <p>Write simple sentences to represent details or information from “Mr. Fulton’s Journey”</p>
<b>Lesson 3: The Journal of a Twelve-Year-Old on the Erie Canal</b>	<p>Compare and contrast the information presented in “The Journal of a Twelve-Year-Old on the Erie Canal” and in the song “The Erie Canal”</p> <p>Describe the connection between a series of historical events such as the Erie Canal and westward expansion</p>	<p>Prior to listening to “The Journal of a Twelve-Year-Old on the Erie Canal,” retell the story of Robert Fulton and the invention of the steamboat</p> <p>Describe what life was like traveling on the Erie Canal in the mid-nineteenth century</p>	<p>Word Work: <i>Transport</i></p> <p>Multiple Meaning Word Activity: <i>Board</i></p>	<p>With assistance, create and interpret a timeline related to westward expansion and the Erie Canal</p>
<b>Lesson 4: The</b>	<p>Identify the main topic of</p>	<p>Prior to listening to “The</p>	<p>Use sentence-level clues to</p>	<p>With assistance, create and</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Story of Sequoyah	<p>"The Story of Sequoyah" by creating a quilt square</p> <p>Describe the connection between a series of historical events such as the Cherokee writing and westward expansion</p>	<p>Story of Sequoyah," identify the advantages and disadvantages of travel by steamboat</p> <p>Draw pictures to represent details or information from "The Story of Sequoyah"</p>	<p>determine the meaning of words such as <i>skeptical</i></p> <p>Word Work: <i>Create</i></p>	<p>interpret a timeline related to Cherokee writing and westward expansion</p> <p>Write simple sentences to represent details or information from "The Story of Sequoyah"</p> <p>Share writing with others</p>
<b>Lesson 5:</b> The Trail of Tears	<p>Describe the connection between a series of historical events such as the Trail of Tears and westward expansion</p>	<p>Prior to listening to "The Trail of Tears," identify what they know and have learned about Sequoyah and the Cherokee</p> <p>Explain why the forced relocation of the Cherokee people is known as "The Trail of Tears"</p> <p>Draw pictures to represent details or information from "The Trail of Tears"</p>	<p>Use adjectives to describe the Trail of Tears</p> <p>Word Work: <i>Encountered</i></p>	<p>With assistance, create and interpret a timeline related to the Trail of Tears and westward expansion</p> <p>Write simple sentences to represent details or information from "The Trail of Tears"</p> <p>Share writing with others</p>
<i>Pausing Point (2 Days)</i>				
<b>Lesson 6:</b> Westward on the Oregon Trail	<p>Identify the main topic of "Westward on the Oregon Trail"</p> <p>Describe the connection between a series of historical events such as the Oregon Trail and westward expansion</p>	<p>Prior to listening to "Westward on the Oregon Trail," identify what they know and have learned about the forced relocation of the Cherokee people</p> <p>Summarize what life was like for settlers traveling west in wagon trains</p> <p>Rehearse and perform scenes from "Westward on the Oregon Trail" for an audience using eye contact, appropriate volume, and clear enunciation</p>	<p>Word Work: <i>Territory</i></p>	<p>With assistance, create and interpret a timeline related to the Oregon Trail and westward expansion</p>
<b>Lesson 7:</b> The Pony Express	<p>Identify the main topic of "The Pony Express" by creating a quilt square</p> <p>Describe the connection between a series of historical events such as the Pony Express and westward expansion</p>	<p>Prior to listening to "The Pony Express," identify what they know and have learned about transportation and people moving westward</p> <p>Explain why the Pony Express lasted only 18 months</p> <p>Rehearse and perform</p>	<p>Word Work: <i>Endurance</i></p>	<p>With assistance, create and interpret a timeline related to the Pony Express and westward expansion</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		scenes from “The Pony Express” for an audience using eye contact, appropriate volume, and clear enunciation		
<b>Lesson 8:</b> Working on the Transcontinental Railroad	Identify the main topic of “Working on the Transcontinental Railroad” by creating a quilt square Describe the connection between a series of historical events such as the transcontinental railroad and westward expansion Acknowledge differences in the points of view of the narrator of the read-aloud and the writer of a journal that is read during “Working on the Transcontinental Railroad”	Prior to listening to “Working on the Transcontinental Railroad,” identify what they know and have learned about the Pony Express Draw pictures to represent details or information from “Working on the Transcontinental Railroad”	Use word parts to determine meanings of words such as <i>transcontinental</i> Word Work: <i>Convenient</i> Create and use appropriately words using the prefix <i>un-</i>	With assistance, create and interpret a timeline related to the transcontinental railroad and westward expansion Write simple sentences to represent details or information from “Working on the Transcontinental Railroad” Share writing with others
<b>Lesson 9:</b> The Buffalo Hunters	Explain the connection between westward expansion and Native Americans living in the West	Prior to listening to “The Buffalo Hunters,” identify what they know and have learned about the transcontinental railroad Summarize the different ways the settlers and the Lakota Sioux hunted bison Draw pictures to represent details or information from “The Buffalo Hunters”	Word Work: <i>Solemnly</i>	Write simple sentences to represent details or information from “The Buffalo Hunters” Share writing with others
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (1 Day)</i>			



**Insects**

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (12 Days)

*This domain will introduce students to the largest group of animals on Earth. Students will learn the characteristics of insects, the life cycles of insects, how insects can be categorized as solitary or social, and how insects are viewed as both helpful and harmful. For example, students will learn how insects are important to the process of pollination and in the production of honey, some cosmetics and even medicines. Students will gather the information they learn in a journal and will have the opportunity to further research questions and points of interest. Students will use the information gathered in their journals to plan, draft, and edit an informational narrative. This domain will lay the foundation for review and further study of the life cycles, habitats, and classifications of insects and other animals.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<p><i>These objectives are consistently addressed throughout the domain</i></p>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Determine the meaning of unknown words and phrases in informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3</i></p>	<p><i>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in an informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</i></p>	

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 1:</b> Insects Everywhere!	Describe images of various habitats and use them to clarify the information presented in “Insects Everywhere!” Describe the connection between insects and their habitats	Prior to listening to “Insects Everywhere!” identify what they know and have learned about insects, habitats, and the life cycles of butterflies and other animals Recount a personal experience with insects with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences Add drawings to descriptions of insects to clarify ideas, thoughts, and feelings	Word Work: <i>Habitats</i> Sayings and Phrases: Eaten Out of House and Home	Generate questions and gather information from multiple sources to answer questions about insects Write a narrative about personal contact with an insect Share writing with others
<b>Lesson 2:</b> What Makes an Insect and Insect?	Compare and contrast insects and non-insects	Prior to listening to “What Makes an Insect and Insect?” identify how insects interact with their habitats Identify the body parts all insects have Add drawings to descriptions of insects and non-insects to clarify ideas, thoughts, and feelings	Word Work: <i>Microscopic</i>	Generate questions and gather information from multiple sources to answer questions about insects Write simple sentences describing something that is an insect and something that is not an insect Share writing with others
<b>Lesson 3:</b> Life Cycles of Insects	Describe the life cycles of insects	Prior to listening to “Life Cycles of Insects,” identify what they know and have learned insects and the life cycle of a butterfly Describe the growth of humans as similar to either complete or incomplete metamorphosis Add drawings to descriptions of insect metamorphosis to clarify ideas, thoughts, and feelings	Word Work: <i>Progression</i>	Generate questions and gather information from multiple sources to answer questions about insects Write simple sentences describing insects using information presented in “Life Cycles of Insects” relating to metamorphosis Share writing with others
<b>Lesson 4:</b> Social Insects: Bees and Wasps	Use an image of the figure-eight dance pattern of a honeybee to clarify information presented in “Social Insects: Bees and Wasps” Describe the connections between honeybee workers, drones, and queen bees	Prior to listening to “Social Insects: Bees and Wasps,” identify what they know and have learned about social and solitary insects Add drawings to descriptions of honeybees and wasps to clarify ideas, thoughts, and feelings	Word Work: <i>Cooperate</i> Multiple Meaning Word Activity: <i>Comb</i>	Generate questions and gather information from multiple sources to answer questions about insects Write simple sentences about honeybees and paper wasps Share writing with others

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	Compare and contrast the nests of honeybees and wasps			
<b>Lesson 5:</b> Social Insects: Ants and Termites	Describe the reasons or facts the author of “Social Insects: Ants and Termites” gives to support the statement that ants are social insects	Prior to listening to “Social Insects: Ants and Termites,” present their Insects Journal entries on honeybees and paper wasps  Describe jobs that ants and/or termites do that contribute to the colony  Compare and contrast termites and ants	Word Work: <i>Destructive</i>	Plan an informational narrative from the perspective of an insect, including the setting, characters, and plot of the story
	<i>Pausing Point (1 Day)</i>			
<b>Lesson 6:</b> Insects that Glow and Sing	Use images of various insects to identify the narrator of the read-aloud at various points in “Insects that Glow and Sing”  Explain the different ways insects communicate with one another using light or sound	Prior to listening to “Insects That Glow and Sing,” identify what they know and have learned about insects  Summarize the ways given insects communicate	Word Work: <i>Communicate</i>  Use adverbs correctly in oral language	Draft an informational narrative from the perspective of an insect, including the setting, characters, and plot of the story
<b>Lesson 7:</b> Armored Tanks of the Insect World	Describe the reasons or facts the author of “Armored Tanks of the Insect World” gives to explain why beetles are the largest group of insects on Earth	Prior to listening to “Armored Tanks of the Insect World,” identify what they know and have learned about the key characteristics of insects  Describe the way beetles protect themselves	Word Work: <i>Mimicry</i>	Draft an informational narrative from the perspective of an insect, including the setting, characters, and plot of the story
<b>Lesson 8:</b> Friend or Foe?	Explain how humans and insects can be both helpful and harmful to each other  Describe the relationship between humans and insects using evidence from “Friend or Foe?”	Prior to listening to “Friend or Foe?” identify what they know and have learned about the harmful and helpful aspects of insects  Identify a cicada as a bug	Word Work: <i>Foe</i>	Edit an informational narrative from the perspective of an insect, including the setting, characters, and plot of the story  With guidance and support from adults and peers, focus on the topic of insects and strengthen writing as needed by revising and editing
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (1 Day)</i>			

**The U.S. Civil War**

11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

*This domain will introduce students to an important period in the history of the United States. Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Determine the meaning of unknown words and phrases in informational read-alouds and discussions</p> <p>Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3</p>	<p>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in an informational read-aloud</p> <p>Retell (orally or in writing) important facts and information from a fiction or informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</p>	
<b>Lesson 1:</b> Harriet Tubman, Part I	<p>Describe and discuss Harriet Tubman’s childhood</p> <p>Describe what life was like for enslaved people</p> <p>Use a T-Chart to compare and contrast the slavery and freedom</p>	<p>Recall key details about westward expansion in the United States</p> <p>Discuss the concepts of freedom and liberty</p>	Word Work: <i>Value</i>	<p>WPS, categorize and organize information from the read-aloud to answer questions about what slavery was like in order to write a Civil War journal entry</p> <p>Using a combination of writing and drawing, create a journal entry Harriet Tubman’s childhood</p>
<b>Lesson 2:</b> Harriet Tubman, Part II	<p>Describe how Harriet Tubman helped enslaved people gain their freedom</p> <p>Describe the Underground</p>	<p>Prior to listening to “Harriet Tubman, Part II,” identify orally what students know and have learned from the previous read-aloud “Harriet</p>	<p>Word Work: <i>Value</i></p> <p>Multiple Meaning Word Activity: <i>Flies</i></p>	<p>Describe how Harriet Tubman helped enslaved people gain their freedom</p> <p>Describe the Underground</p>

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
	<p>Railroad and why it was important</p> <p>Summarize the meaning of “Follow the Drinking Gourd,” and explain its significance to enslaved Africans prior to the Civil War</p> <p>Compare and contrast the meaning of “Follow the Drinking Gourd” with the information about Harriet Tubman in the read-aloud</p>	<p>Tubman, Part I</p> <p>Prior to listening to “Harriet Tubman, Part II,” predict orally whether Harriet Tubman fights for and wins her freedom, and then compare the actual outcome to the prediction</p> <p>Identify the Underground Railroad as a network of people, not an actual train, that helped get people from the South to the North</p>		<p>Railroad and why it was important</p> <p>Summarize the meaning of “Follow the Drinking Gourd,” and explain its significance to enslaved Africans prior to the Civil War</p> <p>Compare and contrast the meaning of “Follow the Drinking Gourd” with the information about Harriet Tubman in the read-aloud</p>
<b>Lesson 3:</b> The Controversy over Slavery	<p>Compare and contrast the North and South in the years prior to the Civil War</p> <p>Identify and describe abolitionists, including Frederick Douglass, Wendell Phillips, and Susan B. Anthony</p> <p>Describe the events at Harpers Ferry</p> <p>Use a T-Chart to organize information from the read-aloud</p>	<p>Describe the connection between “Follow the Drinking Gourd” and the Underground Railroad</p>	<p>Word Work: <i>Economy</i></p>	<p>Using a combination of writing and drawing, create a journal entry about the differences between the North and the South in the years prior to the Civil War.</p>
<b>Lesson 4:</b> Abraham Lincoln	<p>Explain Lincoln’s views on slavery</p> <p>Describe the Lincoln-Douglas debate and why it was important</p> <p>Describe the connection between a series of historical events in Abraham Lincoln’s life, the effect of these events on his views of slavery, and how his views changed the views of others in the read-aloud “Abraham Lincoln”</p>	<p>Use the T-Chart to compare and contrast the North and the South</p> <p>Identify Abraham Lincoln and Stephen Douglas as political rivals with different views on slavery</p>	<p>Word Work: <i>Expand</i></p> <p>Vocabulary Instructional Activity: <i>Issue</i></p>	<p>Using a combination of drawing and writing, write a journal entry about Abraham Lincoln and his views on slavery</p>
<b>Lesson 5:</b> The Division of the United States	<p>Interpret information from a map and map key to understand which states belonged to the Union and</p>	<p>Prior to listening to “The Division of the United States,” orally identify what students know and have learned about</p>	<p>Word Work: <i>Confederacy and Union</i></p>	<p>Using a combination of drawing and writing, write a journal entry about the differences between the</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<p>which belonged to the Confederacy</p> <p>Interpret information from a timeline to sequence some of the important events surrounding the U.S. Civil War</p> <p>Explain why the South seceded from the Union and how President Lincoln felt about the secession</p>	<p>Abraham Lincoln, the North and the South, and differing views regarding slavery</p> <p>Prior to listening to “The Division of the United States,” orally predict whether the country is pulled apart by differing views on slavery, and then compare the actual outcome to the prediction</p>		Union and the Confederacy
	<i>Pausing Point (2 Days)</i>			
<b>Lesson 6:</b> The War Begins	<p>Identify the reasons the author of the read-aloud gives for the Civil War being longer and bloodier than the North anticipated</p> <p>Identify and describe key terms including, the Battle of Manassas and Stonewall Jackson</p>	Using an illustration, identify and describe Fort Sumter and its importance in the Civil War	<p>Word Work: <i>Civilians</i></p> <p>Syntactic Awareness</p> <p>Activities: <i>Speech Registers</i></p> <p>Sayings and Phrases: “Easier Said Than Done”</p>	
<b>Lesson 7:</b> Robert E. Lee	<p>Compare and contrast the Union and the Confederacy at the Battle of Gettysburg</p> <p>Describe Robert E. Lee and why he was important during the Civil War</p>	Explain the significance of the First Battle of Manassas in the Civil War	Word Work: <i>Advisors</i>	<p>Use a SWBST Chart to retell the story of Robert E. Lee</p> <p>Using a combination of drawing and writing, write a journal entry about the Robert E. Lee and his role in the Civil War</p>
<b>Lesson 8:</b> Clara Barton	<p>Explain why Clara Barton became known as “the Angel of the Battlefield”</p> <p>Describe Clara Barton’s role in the Civil War</p> <p>Describe the impact of Clara Barton’s work in other countries and in the foundation of the Red Cross</p> <p>Use a timeline to identify and describe important events during the Civil War</p>	Describe the role of Robert E. Lee in the Civil War	Word Work: <i>Wounded</i>	Using a combination of drawing and writing, write a journal entry about Clara Barton and her contributions both during and after the Civil War

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 9:</b> The Emancipation Proclamation	<p>Explain why Abraham Lincoln is remembered as a courageous president</p> <p>Describe the Emancipation Proclamation and why it was important</p> <p>Interpret information from the Timeline to understand when the Emancipation Proclamation was written relative to when the American Red Cross was established</p>	<p>Prior to listening to “The Emancipation Proclamation,” identify orally what they know and have learned about Clara Barton</p>	<p>Word Work: <i>Abolished</i></p>	<p>Using a combination of drawing and writing, write a journal entry about the significance of the Emancipation Proclamation</p>
<b>Lesson 10:</b> Ulysses S. Grant	<p>Compare and contrast the Union and Confederate armies</p> <p>Compare and contrast Ulysses S. Grant and Robert E. Lee</p>	<p>Prior to listening to “Ulysses S. Grant,” orally identify what they know and have learned about Robert E. Lee</p>	<p>Word Work: <i>Defeat</i></p> <p>Multiple Meaning Word Activity: <i>Post</i></p>	<p>Using a combination of drawing and writing, write a journal entry comparing and contrasting Ulysses S. Grant and Robert E. Lee</p>
<b>Lesson 11:</b> The End of the War	<p>Compare and contrast the North and the South at the end of the Civil War</p> <p>Identify and describe some of the heroes of the Civil War, including Abraham Lincoln, Harriet Tubman, and Clara Barton</p> <p>Describe some of the changes that took place after the Civil War</p> <p>Discuss how the Civil War bred a new generation of inventors and scientists</p> <p>Interpret information from the Timeline to understand how key events in the Civil War relate to one another</p>	<p>Prior to listening to “The End of the War,” orally identify what students know and have learned about the U.S. Civil War</p> <p>Prior to listening to “The End of the War,” orally predict how the U.S. Civil War ends, and what happens afterward, and then compare the actual outcome to the prediction</p>	<p>Word Work: <i>United</i></p>	<p>Using a combination of drawing and writing, write a journal entry about the end of the Civil War</p> <p>Compile all the journal entries into a book and add a cover with a title, author’s name, and illustration</p>
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (1 Day)</i>				

## The Human Body

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

*This domain covers a number of topics regarding the human body. This domain first covers concepts regarding cells and how cells form the building blocks of life on Earth. Students are then taught how collections of cells form tissues, and tissues form organs, and finally how organs work within the various body systems. Students then hear about the digestive and excretory systems. They will learn the fundamental parts and functions of these two body systems. Finally, this domain focuses on the importance of good nutrition and how to eat a well-balanced diet.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Determine the meaning of unknown words and phrases in informational read-alouds and discussions</p> <p>Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3</p>	<p>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in an informational read-aloud</p> <p>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</p>	
<b>Lesson 1:</b> The Amazing Human Body	<p>Identify the function of various body parts</p> <p>Explain why the author calls the human body “the human machine”</p>	<p>Prior to listening to “The Amazing Human Body,” orally identify what they know and have learned about the human body and nutrition</p>	<p>Word Work: <i>Systems</i></p> <p>Explain the meaning of the saying “keep your fingers crossed” and use in appropriate contexts</p>	<p>Independently write a journal entry describing the five senses</p>
<b>Lesson 2:</b> Anton van Leeuwenhoek	<p>Describe Anton van Leeuwenhoek’s important discovery</p>	<p>Prior to listening to “Anton van Leeuwenhoek,” orally identify what they know and have learned about the human body and the five</p>	<p>Word Work: <i>Observations</i></p>	<p>Independently write a journal entry identifying Anton van Leeuwenhoek and describing his important discovery</p>



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		senses		Practice using a magnifying glass and draw what they see
<b>Lesson 3:</b> Cells and Tissues	Describe the cells, tissues, and the connection between them	Prior to listening to “Cells and Tissues,” orally identify what they know and have learned about the human body and Anton van Leeuwenhoek  In groups, identify types of tissue and what they do	Word Work: <i>Functions</i>	Independently write a journal entry describing cells and tissues
<b>Lesson 4:</b> Organs	Describe the cells, tissues, organs, and the connection between them	Prior to listening to “Organs,” orally identify what they know and have learned about cells and tissues	Word Work: <i>Nourish</i> Multiple Meaning Word: <i>Tissue</i>	Independently categorize and organize information showing the connection between various body parts
	<i>Pausing Point (2 Days)</i>			
<b>Lesson 5:</b> The Digestive System	Identify the organs of the digestive system and explain their functions  Sequence the parts of the digestive process using Image Cards	Prior to listening to “The Digestive System,” orally identify what they know and have learned about the connection between cells, tissues, organs, and systems  Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts from the read-aloud	Word Work: <i>Absorb</i>	Independently write a journal entry describing the digestive system
<b>Lesson 6:</b> The Excretory System	Identify the organs of the excretory system and explain their functions  Compare and contrast the digestive and excretory systems  Explain the importance of drinking water, using evidence to support their statement	Prior to listening to “The Excretory System,” orally identify what they know and have learned about the parts of the digestive system	Word Work: <i>Toxic</i>	Independently write a journal entry describing the excretory system
<b>Lesson 7:</b> Nutrients	Identify six nutrients that are essential for good health, what they help your body do, and foods that contain them	Prior to listening to “Nutrients,” orally identify what they know and have learned about nutrients	Word Work: <i>Essential</i> Identify and use adverbs to modify verbs in appropriate contexts	Independently draw foods they ate for breakfast and categorize according to the nutrients they contain  Independently write a journal entry, providing examples of the four main nutrients and describing how to keep the body healthy

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 8: A Well-Balanced Diet</b>	<p>Explain why the author argues they should eat mostly produce</p> <p>Analyze various meals to determine how healthy they are</p>	<p>Prior to listening to “Nutrients,” orally identify what they know and have learned about nutrients and examples of each</p> <p>In small groups, present an example of a well-balanced diet to the class</p>	<p>Word Work: <i>Variety</i></p> <p>Multiple Meaning Word: <i>Skip</i></p>	
<b>Lesson 9: A Healthy Human Body</b>	<p>Identify the main purpose of “A Healthy Human Body”</p> <p>Identify ways to keep the body healthy</p>	<p>Prior to listening to “Nutrients,” orally identify what they know and have learned about human body systems and how to keep them healthy</p> <p>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts from the read-aloud</p>	<p>Word Work: <i>Recovery</i></p> <p>Explain the meaning of the saying “get up on the wrong side of the bed” and use in appropriate contexts</p>	<p>Independently write a paragraph in a journal describing a day in which they practice many healthy habits</p>
<i>Domain Review (2 Days)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (1 Day)</i>				

**Immigration**

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

*This domain will introduce students to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Students will learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920. They will discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival. These basic facts about immigration will help students further their awareness of U.S. history. Learning about immigration in the United States is also an opportunity for students to find out more about their family history and what brought them and/or their ancestors to the United States.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Determine the meaning of unknown words and phrases in informational read-alouds and discussions</p> <p>Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3</p>	<p>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in an informational read-aloud</p> <p>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>)</p>	
<b>Lesson 1: E</b> Pluribus Unum	<p>Explain the meaning of <i>e pluribus unum</i> and why people immigrate</p> <p>Identify push and pull factors that have encouraged people to come to the United States</p>	<p>Prior to listening to “E Pluribus Unum,” orally identify what they know and have learned about the United States prior to 1880</p>	<p>Use word parts to determine the meaning of the unknown Latin phrase <i>e pluribus unum</i></p> <p>Word Work: <i>Factors</i></p>	<p>Individually write and illustrate information about immigration</p> <p>Share their writing with a partner</p>
<b>Lesson 2: A</b> Little Giant	<p>Explain why Charles Steinmetz immigrated to</p>	<p>Prior to listening to “A Little Giant Comes to America,”</p>	<p>Word Work: <i>Opportunity</i></p>	<p>Individually write and illustrate information about immigration</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Comes to America	America and describe his impact	orally identify what they know and have learned about from where and why people immigrate		
<b>Lesson 3:</b> Life in the City	Describe the lives of immigrants living in major U.S. cities  Compare and contrast immigrants lives in the United States with their lives in their home countries  Explain the reasons the author gives to support his or her statement	Prior to listening to “Life in the City,” orally identify what they know and have learned about from where and why people immigrate	Word Work: <i>Traditional</i>	Individually write and illustrate information about the lives of immigrants in major U.S. cities
<b>Lesson 4:</b> From Ireland to New York City	Explain why the United States was known as “the land of opportunity”  Identify push and pull factors that have encouraged people to come to the United States	Prior to listening to “From Ireland to New York City,” orally identify what they know and have learned about from where and why people immigrate	Word Work: <i>Afford</i>  Identify and generate adjectives	Individually write and illustrate information about Irish immigration to the United States
<b>Lesson 5:</b> Gold Mountain	Explain the push and pull factors of Chinese immigration in the 1880s–1920s  Describe the lives of Chinese immigrants to the United States  Compare the immigrant lives in the United States	Prior to listening to “Gold Mountain,” orally identify what they know and have learned about from where and why people immigrate, and their lives in 1880s–1920s	Word Work: <i>Exhausting</i> and <i>Refreshing</i>  Explain the meaning of the saying “turn over a new leaf” and use in appropriate contexts	Individually write and illustrate information about Chinese immigration to the United States
<b>Lesson 6:</b> A Land of Opportunity	Explain why some immigrants settled in the Midwest, and what life was like for them  Evaluate the title of the read-aloud	Prior to listening to “A Land of Opportunity,” orally identify what they know and have learned about why the United States was known as “the land of opportunity”  Make and confirm predictions about what life was like for immigrants to the Midwest	Word Work: <i>Supported</i>  Multiple Meaning Word: <i>Land</i>	Individually write and illustrate information about immigration to the Midwest
<i>Pausing Point (3 Days)</i>				
<b>Lesson 7:</b> A Mosaic of Immigrants	Explain how the United States is a mosaic of immigrants  Identify push factors of immigration to the United States in the 1880s–1920s	Prior to listening to “A Mosaic of Immigrants,” orally identify what they know and have learned about immigration in the 1880s–1920s	Word Work: <i>Settlers</i>	Individually, plan a fictional narrative letter describing life as a new immigrant to the United States

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 8:</b> Becoming a Citizen	<p>Explain what a citizen is</p> <p>Describe how someone becomes a naturalized citizen of the United States</p>	<p>Perform the actions of a settler, using eye contact, appropriate volume, and clear enunciation</p> <p>Prior to listening to “Becoming a Citizen,” orally identify what they know and have learned about immigration</p> <p>Perform the actions of a settler, using eye contact, appropriate volume, and clear enunciation</p>	<p>Word Work: <i>Naturalized Citizen</i></p>	<p>Individually, draft a fictional narrative letter describing life as a new immigrant to the United States</p> <p>Share their letters with a partner or the class</p>
<b>Lesson 9:</b> We the People	<p>Explain the importance of the Constitution and Bill of Rights to the United States and its citizens</p>	<p>Prior to listening to “We the People,” orally identify what they know and have learned about the U.S. government</p>	<p>Understand the meaning of the prefix <i>dis-</i> and use it in appropriate contexts</p> <p>Word Work: <i>Disagreement</i></p>	<p>As a class, draft a classroom constitution outlining the rules that govern it</p> <p>Individually explain in writing the importance of the Constitution and Bill of Rights in the United States</p>
<b>Lesson 10:</b> Immigration and Citizenship	<p>Explain the rights and responsibilities of U.S. citizens</p> <p>Contrast life in the United State with life if the Constitution did not guarantee certain freedoms</p>	<p>Prior to listening to “We the People,” orally identify what they know and have learned about the U.S. Constitution</p> <p>Identify similarities and differences in the experiences of immigrants in different parts of the United States</p> <p>Listen to and perform “The Star-Spangled Banner” with appropriate volume and clear enunciation</p>	<p>Word Work: <i>Guaranteed</i></p>	<p>As a class, brainstorm a list of rights and responsibilities of all U.S. citizens</p> <p>Individually identify similarities and differences in the experiences of immigrants in different parts of the United States</p>
<i>Domain Review (2 Days)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (1 Day)</i>				

## Fighting for a Cause

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

*This domain will introduce students to several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds. Students will learn how members of very powerful groups have often excluded members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers. These historical figures also had an impact on the ability of others in our nation to exercise their individual rights. Students will understand the connection between ideas and actions, and how ordinary people can do extraordinary things, changing people’s awareness throughout an entire country.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Determine the meaning of unknown words and phrases in informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 2–3</i></p>	<p><i>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in an informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 1:</b> People Who Fought for a Cause	Describe the reasons the author gives to support the statement that the people in this domain made the world a fairer place Identify seven individuals who fought for a cause Describe how words and phrases supply meaning in poems, including free verse poems	Prior to listening to “People Who Fought for a Cause,” orally identify what they know and have learned about human and civil rights	Explain the meanings of <i>fighting</i> and <i>cause</i> and use in appropriate contexts Word Work: <i>Courage</i> Explain the meaning of <i>achievement</i> and use in appropriate contexts	As a class, explore the structure and form of free verse poetry
<b>Lesson 2:</b> Susan B. Anthony: An Advocate for Women’s Rights	Explain the connection between Susan B. Anthony and women’s rights Describe how words and phrases supply meaning in a free verse poem about Susan B. Anthony	Prior to listening to “Susan B. Anthony: An Advocate for Women’s Rights,” orally identify what they know and have learned about civil rights, discrimination, and Susan B. Anthony	Word Work: <i>Ballots</i>	As a class, organize facts and information from “Susan B. Anthony: An Advocate for Women’s Rights” into a timeline Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Susan B. Anthony’s achievements
<b>Lesson 3:</b> Eleanor Roosevelt: A Voice for Human Rights	Explain the connection between Eleanor Roosevelt and the fight for human rights Describe how words and phrases supply meaning in a free verse poem about Eleanor Roosevelt	Prior to listening to “Eleanor Roosevelt: A Voice for Human Rights,” orally identify what they know and have learned about civil rights, Susan B. Anthony, and Abraham Lincoln	Word Work: <i>Admirable</i>	As a class, organize facts and information from “Eleanor Roosevelt: A Voice for Human Rights” into a timeline Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Eleanor Roosevelt’s achievements
<b>Lesson 4:</b> Mary McLeod Bethune: A Dedicated Teacher	Explain how Mary McLeod Bethune improved the lives of African American girls Describe how words and phrases supply meaning in a free verse poem about Eleanor Roosevelt	Prior to listening to “Mary McLeod Bethune: A Dedicated Teacher,” orally identify what they know and have learned about Susan B. Anthony and Eleanor Roosevelt Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts from the read-aloud	Word Work: <i>Proud</i> Multiple Meaning Word Activity: <i>Pool</i>	As a class, organize facts and information from “Mary McLeod Bethune: A Dedicated Teacher” into a timeline Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Mary McLeod Bethune’s achievements
<b>Lesson 5:</b> Jackie Robinson: Champion of Equality	Explain the connection between Jackie Robinson and the fight for civil rights in sports Describe how words and	Prior to listening to “Jackie Robinson: Champion of Equality,” orally identify what they know and have learned about Mary McLeod Bethune	Word Work: <i>Challenge</i>	With a partner, complete a Somebody Wanted But So Then chart of summarize how Mary McLeod Bethune helped African American girls

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	phrases supply meaning in a free verse poem about Jackie Roosevelt			As a class, organize facts and information from “Jackie Robinson: Champion of Equality” into a timeline  Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Jackie Robinson’s achievements
	<i>Pausing Point (2 Days)</i>			
<b>Lesson 6:</b> Rosa Parks: The Mother of the Civil Rights Movement	Explain the connection between Rosa Parks and the fight for civil rights  Describe how words and phrases supply meaning in a free verse poem about Rosa Parks	Prior to listening to “Rosa Parks: The Mother of the Civil Rights Movement,” orally identify what they know and have learned about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, and Jackie Robinson	Word Work: <i>Boycott</i> Multiple Meaning Word Activity: <i>Chapter</i>	As a class, organize facts and information from “Rosa Parks: The Mother of the Civil Rights Movement” into a timeline  Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Rosa Parks’s achievements
<b>Lesson 7:</b> Martin Luther King Jr.: Defender of the Dream	Explain the connection between Martin Luther King, Jr. and the fight for civil rights  Identify the main purpose of “Martin Luther King: Defender of the Dream”  Describe how words and phrases supply meaning in a free verse poem about Martin Luther King, Jr.	Prior to listening to “Martin Luther King: Defender of the Dream,” orally identify what they know and have learned about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, and Rosa Parks	Word Work: <i>Extraordinary</i>	As a class, organize facts and information from “Martin Luther King: Defender of the Dream” into a timeline  Individually, brainstorm, plan, and draft a free verse poem in which they express an opinion about Martin Luther King, Jr.’s achievements
<b>Lesson 8:</b> Cesar Chavez: Protector of Workers’ Rights	Explain the connection between Cesar Chavez and the fight for human rights for farmworkers  Describe how words and phrases supply meaning in a free verse poem about Rosa Parks	Prior to listening to “Cesar Chavez: Protector of Workers’ Rights,” orally identify what they know and have learned about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, and Martin Luther King, Jr.	Word Work: <i>Plight</i> Create conversations between partners in oral language	As a class, organize facts and information from “Cesar Chavez: Protector of Workers’ Rights” into a timeline  Individually, brainstorm, plan, draft, and share a free verse poem in which they express an opinion about Cesar Chavez’s achievements
<b>Lesson 9:</b> Celebrating Those Who Fought for a Cause	Describe the facts that support the author’s statements about the subjects of this domain  Describe how words and phrases supply meaning in a free verse poem	Prior to listening to “Cesar Chavez: Protector of Workers’ Rights,” summarize the achievements of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, and Martin Luther King, Jr.	Word Work: <i>Obstacles</i>	With a partner, edit and then individually publish a free verse poem in which they express an opinion about an activist’s achievements



**Text Analysis for  
Close Reading /  
Comprehension**

**Speaking & Listening**

**Language & Vocabulary**

**Writing**

*Domain Review (1 Day)*

*Domain Assessment (1 Day)*

*Culminating Activities (2 Days)*